



MENTORING  
INSTITUTE



# MENTORING & COACHING MONTHLY

Volume V Issue VII

July 2018

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Hello, and thank you for tuning into our July issue of *Mentoring & Coaching Monthly*!

This month we spoke with Erica Mitchell, Martha A. Cocchiarella, Carlyn Ludlow, and Pam J. Harris from the Mary Lou Fulton Teachers College at Arizona State University. These ladies have designed a successful mentoring program for teacher candidates at their university. They will be presenting their program at our 11th Annual Mentoring, Coaching, and Leadership Conference in October; please make sure to catch them there!

This issue also features tips for mentoring in the workplace, upcoming mentoring and coaching events, and a book review on *Developing Successful Diversity Mentoring Programs*, edited by David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan. Read on for more!

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## EDITOR'S NOTE:

Welcome back to *Mentoring & Coaching Monthly*! Here's hoping that you had a wonderful Fourth of July, and that you are happily enjoying the end of your summer with family and friends.

This issue features a book review on David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan's (Eds.) *Developing Successful Diversity Mentoring Programs*. This is a very important topic, especially now, as tensions mount across the United States about immigration.

As mentors and coaches, we must strive to give all of America's minority groups access to mentoring and coaching programs; everybody should be given the chance to succeed with the resources and knowledge that can be provided to them through mentoring and coaching. Together, we can diversify the workplace by giving women, people of color, LGBTQ persons, and other minority groups access to mentoring and coaching relationships, which can, in turn, encourage them to seek out better pay and career advancement. We can also reduce attrition of minority students with greater mentoring and coaching program development in our nation's high schools and universities.

The book *Developing Successful Diversity Mentoring Programs* will give you some ideas on how to make mentoring work in diverse contexts, what the barriers to diversity mentoring are, the factors that challenge diversity mentoring, the best practices for these types of programs, and some of the pitfalls to avoid; please, read the book review by Sheila Moore below for more information.

To learn even more about diversity in the workforce and in education, we recommend that you attend our 11th Annual Mentoring, Coaching, and Leadership conference in October, where this topic will be discussed in more detail.

As always, we thank you for showing an interest in mentoring and coaching, and for your continued support of the UNM Mentoring Institute.



## ABOUT US:

The Mentoring Institute develops, coordinates and integrates research and training activities in mentoring best practices at the University of New Mexico (UNM). Through the application of instructional design standards, the Institute provides training and certification services for a diverse array of staff, faculty and students, in a centralized effort to recruit, train and develop qualified mentors for the university, the city of Albuquerque and the greater New Mexico community.

The Mentoring Institute does not replace or direct existing mentoring programs. Rather, it provides a variety of services to these programs. The Mentoring Institute aims to build up current mentoring programs and enhance the culture of mentoring within the University, and the state it serves.

The Mentoring Institute assists in stimulating and promoting a mentoring culture within the community. By encouraging the matriculation and graduation of students as well as the retention of faculty and staff at the University of New Mexico, the Institute also contributes to the development and economic growth of New Mexico.

Institute Founder & Executive Editor:  
Nora Dominguez

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# ERICA MITCHELL, MARTHA A. COCCHIARELLA, CARLYN LUDLOW, AND PAM J. HARRIS

*Mary Lou Fulton Teachers College at  
Arizona State University*

*Please describe the goal and purpose of your mentoring program.*

The Mary Lou Fulton Teachers College at Arizona State University offers bachelors and master's degree programs which prepare graduates to thrive as educators in schools and other learning environments. We believe the foundation of developing thriving students requires academic units to function with a student-centric approach, holistically supporting student learning in personalized ways. Functioning with an asset-based mindset, our SOS mentoring model fosters intentional relationships between faculty, staff, and students, supporting students' mental well-being, financial understanding, and involvement within the college and the community both in and outside of the classroom. Through our mentoring program, our goal is to empower future educators with skills and knowledge needed to successfully complete their degree resulting in increased retention and persistence rates. (Erica Mitchell, MED, Executive Director, Academic Services)

*What academic/personal problems were these students facing that led you to create this program?*

In 2012, the Mary Lou Fulton Teachers College at ASU embarked on a large-scale reform, known as iTeachAZ. Significant to the changes were the broad idea that literacy skills be taught across the curriculum, including the areas of science, social sciences, and math; and the revamping of math curriculum to focus on problem-solving strategies.

iTeachAZ transformed teacher preparation by providing increased hands-on experiences and doubling the amount of time spent in clinical experiences and requiring a full year supervised student teaching residency in a partner school district, which follows the Professional Development School model. iTeachAZ increased rigor by (a) increasing the number of math courses required for preservice teachers from two to five; (b) adding science content classes; (c) utilizing the research-based observation instrument developed by the System for Teacher and Student Advancement (TAP); and (d) applying letter grades to student teaching rather than a pass/fail option. Additionally, preservice teachers were evaluated regularly on a professionalism rubric that helped transition them from student identity to professional teacher identity and dispositions. Finally, the courses that accompanying the full-year student teaching were moved from ASU campuses to 25 partner school districts, resulting in a huge shift in community embeddedness. As a result of these reform efforts, two issues surfaced. First, more students were at risk of failing both professionally and academically due to the increase in rigor and second, there was a time lag in corrective

feedback to students when concerns arose during their program. (Martha A. Cocchiarella, PhD, Clinical Associate Professor)

*How does this program address the above problems, and what are some of the outcomes students take away from participating in it?*

The SOS collaborative team envisions a system that reflects a person-centered planning with goal setting, coaching and mentoring, progress tracking through corrective feedback, and time sensitivity. In person-centered planning, a team of professionals uses available resources to meet the unique needs of each individual. In our case, we want the student to be at the center of the planning and to participate in generating and solving their own problems, with a specific timeline for implementation, evaluation, debriefing effectiveness, and the identification of possible resources.

This system includes identifying and supporting students with mental health issues, financial concerns, personal and family matters, disabilities, first generation students, and those that struggle from moving from a student mindset to an educator mindset. Students leave with tools and strategies to overcome challenges that might otherwise have seemed hopeless. (Martha A. Cocchiarella, PhD, Clinical Associate Professor)

*Please describe the process students go through during the course of this program.*

We consider all students, beginning in their freshman year, to be part of the Mary Lou Fulton Teachers College where services, such as the SOS system are employed. Before entering the iTeachAZ program in their junior year, undergraduate teacher candidates take courses designed to coincide with their needs as teachers and strengthen their preparation in the disciplinary understandings that they will bring to their teaching. This preparation provides important background for their pedagogy courses and sets the stage for their successful classroom practices iTeachAZ.

Graduate students begin clinically embedded field experiences as early as their second semester. Students are provided qualified, trained mentors and university provided supervisors for all field experiences prior to and including student teaching. Our students are considered members of our teacher preparation community beginning the first day they decide to enroll in MLFTC and continue to be members of our professional teacher community long after they are graduate. (Carlyn Ludlow, PhD, Clinical Assistant Professor)

*What problems have you yourself encountered over the course of developing your program?*

Several issues initially presented challenges in implementation. The first challenge was trying to conduct meetings with students and designated administration/advocates across four campuses in the Phoenix area. The distance between campus and K-12 school internship sites can be up to 50 miles and/or 1.5 hours in traffic. To address this challenge, we held meetings on designated days in a central location (Tempe Campus Advising Office) so that participants would have a consistent schedule and location. Previously, we attempted to hold meetings on all four campuses, which became too time consuming for faculty and staff. Further, we used digital or phone meetings when an in-person meeting was not feasible. A second challenge was distributing meeting outcomes in a timely manner to key stakeholders. To address this issue, we created and refined a near real time data dashboard system. The system allows students and relevant faculty/staff to access goals/progress through a secure log in. (Pam J. Harris, PhD, Clinical Assistant Professor)

*What are your future plans for this program? Is there anything else you believe could be further explored or expanded upon?*

We hope to create a continuous improvement loop through surveying students and faculty on the features of the program they currently find valuable and what features we could add or improve on in the future. Our goal is to continue to assist students in a helpful, goal-oriented manner while maintaining both confidentiality for students and transparency in available resources. (Pam J. Harris, PhD, Clinical Assistant Professor)

*Do you have any advice for others who may want to begin a similar program at their own university?*

Avoid jumping to conclusions about the issues you believe students are experiencing and developing a mentoring program based off an assumption. Talk to students, hold focus groups, visit classes, talk to faculty- often the problem you think needs solved is not the underlying problem that actually needs addressed. Sometimes student behavior is a result of outside factors that we may not be aware of and the behavior is symptomatic of a larger cause. Be cautious that you are not treating symptoms instead of the problem. (Erica Mitchell, MEd, Executive Director, Academic Services)



# DEVELOPING SUCCESSFUL DIVERSITY MENTORING PROGRAMS

*Edited by David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan  
An International Case Book*

*Reviewed By Sheila D. Moore  
Assistant Professor of Educational Leadership  
Florida A&M University*

Developing Successful Diversity Mentoring Programs is an international casebook focused on diversity mentoring and brings together a spectrum of approaches to designing, implementing, sustaining, and evaluating diverse mentoring programs. Edited by leading authorities in the field, David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan, this casebook showcase how mentoring has transcended into an essential component in successful workplace diversity management and transformational change to adapt and value difference. This book explores what makes mentoring work in diverse contexts, what the barriers are and the factors that challenge mentoring; what are the best practices and the pitfalls to avoid. Thirty-four international case studies provide analysis on different aspects of difference, including race, culture, physical and mental disability, gender and sexual preference. Throughout the 224 pages of this book, the reader is emerged in case studies related to diversity mentoring and readers will gain an understanding of diversity mentoring best practices and what doesn't work well in diverse settings.

Editor David Clutterbuck introduces the reader to the context of diversity mentoring in Chapter 1 – Understanding Diversity Mentoring. Clutterbuck states “diversity mentoring is a process within the context of a mentoring relationship which takes place within the larger context of the organization and sometimes within the society.” (p.1) This chapter will aid those who are exploring ways to create a strong diverse mentoring program and is committed to “enhancing the capacity and quality of participants’ thinking about issues that they perceive to be important to them.” (pg.1).

Editor Kirsten Poulsen explores the learning and developmental processes of diverse mentoring in Chapter 2. Poulsen states “mentoring is a “synergetic learning partnership between two people with different levels or kinds of experiences. (pg. 21) Poulsen proposes the initiative to participate in diverse mentoring may come from a desire to help a specific minority group. The author further contends diverse mentoring incorporates mentee’s bringing their real-life experiences into the relationship, interactions of mentee and

mentor including how they communicate and the tools that are used to facilitate the relationship; and the mentor’s real-life experiences.; thus, the “double learning process.” The chapter also delves into the elements of promoting the double learning processes of diverse mentoring (pg. 22) There are key takeaways that could easily be transferred into an organization to meet the needs of mentoring diverse groups.

The case studies are presented under the areas of diversity mentoring covered in the book in three chapters: disability, gender and sexual preference, and race and culture. Each case study is internationally applicable to real world practices. In addition, at the end of each case study are reflection questions to guide the reader in thoughtful discussions and analysis.

Chapter 3 Mentoring in the Context of Disability features seven case studies ranging from general disability to deafness, HIV and dyslexia. Editor Frances Kochan reminds us in the introduction of the chapter to no longer view the concept of disability as negative but to embrace the concept of disability as socially constructed. She points out the writers of the case studies appear to have accepted this social model. Kochan provides an awareness of how disability is defined, and the barriers constructed due to the attitudinal and physical barriers deemed by society.

Collectively, the case studies represent the areas of disability foster an understanding of diverse mentoring from the viewpoint of those classified as having a disability. The case studies provide insight on mentoring programs designed to foster independence, productivity and success for individuals who may require some type of accommodations. The studies also heighten the readers’ awareness of the role that henvironment has in limiting people in the application of their strengths and gifts; and the strategies to succeed in any environment they may come upon.

Chapter 4 Mentoring in the context of gender and sexual preference case studies focus on mentoring in education, mentoring immigrant women into employment, and women and leadership. In seeking to combine gender and sexual preferences cases, Poulsen acknowledges in practice it has been difficult to “source the latter, although we know it exists.” (pg. 68)

Case Study 8 describe how female PhD students are matched with male and female executives to prepare them for executive careers. Case Study 9 authors write about the

mentoring of associate professors in Canada to move their careers to full professor; whereas the authors of Case Study 10 focus on professor mentoring students in conversations surrounding sexuality and heterosexual privilege. The author's reflections are shared in Case Study 11 and she advocates for more research on gay and lesbian mentoring programs in the professional environment.

Focusing on building roles for women in society and adding value to society, Case Studies 12, 13, and 14 authors wrote about how respective programs in Denmark, Canada, Africa, South Asia, and the Middle East created opportunities for mentors to learn about other cultures. Case Study 15 presents global mentoring programs and the benefits and challenges for mentors and mentees.

Case studies on women and leadership conclude Chapter 4. The case studies provide insight into programs promoting women's leadership in computer science (Case Study 16); in small and medium sized companies; (Case Study 17) cross-company mentoring programs (Case Study 18); in the police force (Case Study 19); and promoting women of color in the United States (Case Study 20). It is important to note that although the case studies emphasize the complexities of gender and sexual preferences in society, the lessons learned can be applied to any setting.

Chapter 5 Mentoring in the context of race and culture features 12 case studies reflecting two levels of difference; racial difference and cultural difference. The editor notes there is a benefit for mentoring when it comes to racial and cultural differences. The case studies cover school-children to adults, education (school and university), employment, entrepreneurship, specific targeted groups, such as Australian Aboriginals and Hispanic Americans, and immigrant heterogeneous groups.

The case studies attempt to have the reader look at the complexities of reactions to race and culture. The cases offer reflection and learning on some difficult adversities around diversity mentoring. Some of the cases report on ways to assist in integration and acculturation in new societies. The authors shared that racial stereotypes can be so ingrained" thus reducing people from engaging in meaningful conversations and relationships. (pg.146) Case Studies 21- 32 areas of focus included cross-cultural mentoring, mentoring immigrant children, support structures for under-represented populations Aboriginal mentoring, and the establishment of mentoring networks. Also included are case studies discussing the concept of coaching/mentoring and developmental mentoring.

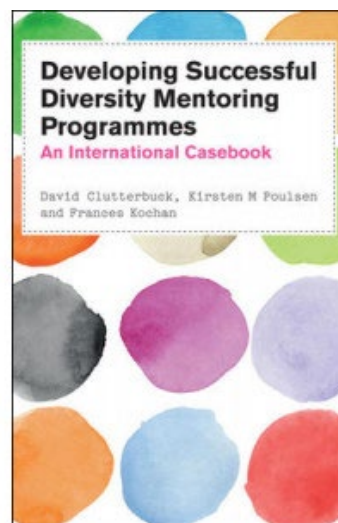
The final chapter is a comprehensive view of mentoring programs for diversity. This is a different twist in that the authors who provided case studies for the book were asked to analyze the case studies in the chapter they had contributed and share responses to four questions. The result was a captivating set of insights thus forming Chapter 6. It is noted that the editors view this chapter as an important

contribution to the literature and the field of practice

The chapter seeks to capture responses which provide insights to anyone wishing to implement a diversity program. The first section of the chapter discusses the ways in which the programs are structured and delivered. This also includes information pertaining to elements that appear to be essential in developing and implementing programs for populations traditionally left out of the mainstream (pg. 213). Challenges and lessons learned dealing with the cultural and contextual factors are presented in the next section followed by the section on future study and reflection.

As a practicing higher education professor engaged in mentoring diverse populations, I found the case studies for mentoring powerful and timely. This book is a companion piece as it provides insights and suggestions on mentoring diverse populations. Those wishing to start or maintain a mentoring program will find a wealth of information throughout the pages of this book. The editors have added varied perspectives and vast experiences to the research on mentoring diverse populations, which will aid practitioners across business and industry and education. I believe that researchers in the field of mentoring will find this book to be a significant resource for creating and maintain diversity mentoring programs. Diversity mentoring covers a plethora of areas and this book provides insight and perspective on that process.

Finally, *Developing Successful Diversity Mentoring Programs* is an important contribution to the research on diversity mentoring specifically in the areas of disability, gender and sexuality, and race and culture. The editors maintain that the programs presented in the book are a light to the world. They are. This book demonstrates that there are those out there who are not afraid to create opportunities for people to share their gifts. Whether you are the creator of a diversity mentoring program or recipient, this book will guide you through the process of developing diversity mentoring programs. Especially motivating are the quotes at the end of Chapter 6 encouraging others to continue to work and to encourage others to engage in similar opportunities.





## IN THE NEWS:

This month's selection of mentoring-related news



Firehouse

[Command Post: Building a Culture of Mentoring](#)

By Dr. Harry Carter



CUInsight

[Mansplaining, mentoring and #MeToo](#)

By Jill Nowacki



CNN Money

[Why women need mid-career mentors](#)

By Julia Carpenter



Publishers Weekly

[Mentoring Tomorrow's Writers and Readers](#)

By Mark Coker



Forbes

[12 Ways To Build A Strong Bond Between Young Tech Employees And Mentors](#)

By Forbes Technology Council

## MENTORING TIPS:

### *Tips on Workplace Mentoring*

Excerpted from "[Tips on Workplace Mentoring](#)" by Linda Ray.

#### *Focus on the Mentee*

Although mentoring in the workplace can be informal, it's best to make sure that the teacher matches the student. It would be a waste to have a master auto mechanic imparting wisdom to an aspiring PR director, for example. Though this is an extreme example, the point is that mentoring in the workplace should be productive and goal-oriented. The best way for this to happen is to focus on the student. The needs of the mentee, whether they are technical, social or political, should always be the focus of successful workplace mentoring. Whether your approach is formal or informal, appointing mentors based on what less experienced workers need is the key to running a successful workplace mentoring program.

#### *Pick the Right Mentor*

Mentors should always be chosen carefully. First of all, it's important they have an understanding and commitment to the company. Otherwise, the mentor might be able to teach all the right skills, but without any consideration for the broader needs of the organization. This is prone to happen, for example, with mentors that do freelance work or who are not fully committed to one place of work. The mentor also needs to have the ability and willingness to work with a student. All the technical ability in the world doesn't make a good mentor, and very often the best thing a mentor teaches anyway is a general outlook. Effective mentors need compassion, patience and a desire to help others learn and grow.

#### *Promote From Within*

Mentoring fills many functions in the workplace. It can help to promote technical understanding, teach leadership and create an atmosphere of camaraderie. However, there is one functional goal that should always be kept in mind with workplace mentoring -- to help management find potential stars. In that way, mentoring can help you promote from within. Employees moving up through the ranks by way of mentorship often develop a special, loyal relationship with their colleagues and their jobs.

#### *Avoid Hierarchies*

Although it's easy to look at the mentoring relationship as one in which a superior guides and directs a lower-level worker, it's best to avoid this dynamic. A mentor is very different from a boss, even though the boss can be the mentor. Mentorship truly thrives when it's removed from normal workplace politics and relationships. The mentor might know best, but giving her authority over her mentee is sure to stunt the relationship. Striving to make mentorship a mutually beneficial relationship among equals will remove the motivation to impress, to earn points, or to hide failures, setbacks and areas that need improvement. This approach will ensure that the mentorship will succeed.



## UPCOMING EVENTS:

- 2018 Coaching in Leadership and Healthcare Conference

 September 28–29, 2018  
 Boston, Massachusetts



*The purpose of these sessions is to have a stimulating exchange of information and discussions about coaching theory, research and its relevance to practice, as well as to expand the network of coaching researchers.*

- 8th International Congress of Coaching Psychology Conference

 October 11–12, 2018  
 London, U.K.

*This Two-Day Conference offers Masterclasses, Keynote and Invited Speakers, Skills-based Sessions and Poster Presentations. The event will focus upon the practice and research of Positive and Coaching Psychology exploring themes such as: Acceptance and Commitment, Appreciative Coaching, Neurodiversity, Youth Coaching, Performance and Resilience, Psychophysiology, Ecopsychology, Family Life Coaching, Diversity and Ethics, and Research.*

- Third International Columbia Coaching Conference

 October 17–21, 2018  
 New York, New York

*The 3rd International Columbia Coaching Conference explores “Systemic Coaching: Whole Person/Whole Organization Engagement.” Columbia’s quest to continue to foster industry research, professionalism, and continuous learning is the inspiration for this two and half-day event on October 17–19, 2018, at Teachers College, Columbia University, New York City.*

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## SAVE THE DATE!

Our 11th Annual Mentoring, Coaching, and Leadership Conference will be held at UNM from October 22–October 26.

The conference theme will be *Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship.*

Register to attend [here](#).



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